[I shall very gladly convey to Her Highness the Maha Rani Regent and to His Highness the Maha Raja the sentiments of loyalty given expression to by the member for Mavelikara taluk and yourself.

Of the several points relating to education, I shall reply to one or two. Firstly, in regard to physical culture. I cannot certainly claim that our schools have got all the conveniences and appliances necessary for training in physical culture. But the facilities for that purpose are day by day increasing. Further, recently the Government have deputed two graduates to Madras for training in physical culture in the Y. M. C. A. School of Physical Culture, Royapetta. When they return after one year's training, it is proposed to appoint them as Physical Instructors in the Science and Arts Colleges. This shows that the Government are aware of the need for imparting instruction in physical development to pupils and students and that they are affording and are prepared to afford all possible facilities for the purpose.

Then in regard to the increase of pay to vernacular school teachers, a separate staff is working to give practical effect to the reorganisation scheme as early as possible. The staff is collecting statistics regarding the service, pay, etc. of the teachers in every school with a view to fix their initial pay after revision. Many schools have been finished and the Director expects that the remaining schools will also be finished before the close of the current year.

What you have stated about the decline of night schools is true. The Director will be asked to investigate the causes for their decline and suggest measures for their revival.

The other points will be considered.]

51. Women's Education.

MR. P.K. MATTHEW (*Kunnatnad taluk, Group II*) said that the subject of his representation was never before discussed in the Sri Mulam Popular Assembly, probably because women had no voice in the Assembly. His first request was therefore that the Assembly Rules should be amended without further delay so as to remove sex disqualification, especially when women in the State had attained a high standard of education and had been given equal rights with men in the public service and in the Legislative Council. It should also be noted that in intelligence public spirit, high ideals and spiritual experience, women were in no way inferior to men and therefore it would be unfair to deny them any rights.

Passing on to the subject of women's education, the member said that, from the nature of the different life led by men and women, the education imparted to women should also be in accordance with this difference and helpful to their future existence. For married women to which category most adult women belonged, the centre of interest was the home, which formed the field for the first training of men and women for future citizenship in the State. The course of instruction now imparted in girls' schools was not suitable for the purpose. Domestic science,

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nursing, hygiene, needlework, painting, music and such other subjects might be advantageously added to or given great importance in the course of studies in girls' schools. Although the Government had realised the importance of such a course of studies andopened parallel divisions in Forms IV to VI of the English High Schools for Girls, Trivandrum, for giving instruction in subjects included in domestic science, it was regrettable to note that those divisions had subsequently to be abolished on account of a general reluctance on the part of pupils to take to the course. The course should not be stopped if it was really found to be useful to the girls, merely on the ground of reluctance on the part of pupils. The way to popularise it would be to give girls securing a diploma in that course preference over all others in appointment as teachers in vernacular schools for girls and for lower classes in English schools. Such a policy would be instrumental in creating a sudden change in the attitude of the pupils towards this course and gradually it would be considered as the most suitable course for women.

There was only one departmental English High School for girls in the State. That and most of the private schools were situated in towns. Unlike boys, girls living in places 4 or 5 miles away from schools could not attend such schools. That was a serious handicap to their studies. The only way of removing the handicap was to have residential institutions for girls in all the towns. But such institutions were costly both to the pupils and to the management so that there were only very few of them in existence. The rules relating to the award of grants to such institutions should therefore be applied leniently and sympathetically with a view to advance the education of women. Residential institutions were also useful in popularising the special courses of study referred to above. There were only two schools, one departmental and the other private, in which such courses were introduced; while in the departmental school the parallel divisions were abolished, they continued to be held in the private school. The reasons were the following:—

(1) Subjects coming under domestic science were best taught in an institution where teachers and pupils lived and moved together. The instruction was more than academic.

(2) The exigencies of public service make permanency of staff in a Government school almost impossible. A definite and comprehensive scheme with a more or less permanent machinery to carry it out was among the minimum requirements for the special courses of study referred to above. Private residential institutions were the best agencies for such work and therefore they should be encouraged by the Government.

DEWAN'S REPLY: Mr. Matthew, I must say that I feel specially thankful to you for dealing with a subject about which you can talk from personal experience. I do not think there are many others in this hall who can claim that qualification. Your representation

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consists of two parts. In the first, you said that in departmental schools what has once been tried, and has had to be abandoned on account of the want of response from pupils, should be tried again with certain modifications. The object of instituting those new, or additional, courses of study is to wean girls and young women from their desire to enter public service and engage themselves in professions to the detriment perhaps of the purity and the beneficent nature of home life. But the method you suggest for making these courses of studies popular defeats the very object of that new scheme. You want evidently to wait before giving it up. As a remedy you suggest that only those who have passed that course should be employed as teachers in Government schools. Better than that, it seems to me, would be the example of institutions like yours at Alwaye. I am sure that all those who are interested in female education are watching the progress of that institution of yours; and when it becomes known that that institution serves a very useful and necessary purpose, I am sure that more institutions of the kind will be started. As you yourself said, that is a field where private enterprise has to step in, and it is not for the Government because, as you admit, it is impossible for the Government to do all that is required. When such institutions are started, you may rest assured that Government will consider sympathetically the question of helping them.

52. Educational Improvements.

MR. MATEVAN PILLAI NILAKANTA PILLAI (*Municipal Council, Colachel*) said that the existing system of education was responsible for the growth of unemployment in the State. The so-called educated youths were fit only for holding appointments. Their general physique was very poor and they were unfit to enter any profession which would help them to earn their livelihood. There was therefore imperative need for thoroughly overhauling the system of education and making it more useful to the public. The same subject was pressed at the 23rd session. The Government replied that a committee would be appointed to go into the question. But the committee had not yet come into being. The member requested that the question might be taken up without further delay and a committee of educationists constituted to enquire into the question and submit a report. He also made the following suggestions for improving the existing system of education :—

(1) All subjects except English should be taught in Malayalam in all classes in English High Schools.

(2) Instruction in technical subjects should be imparted to pupils in all English schools and in vernacular schools above class IV.

(3) Industrial education should be started in all primary schools.

(4) Greater importance should be given to the vernaculars in the curricula of studies in colleges.

(5) Industrial schools should be opend for teaching weaving, carpentry, smithery, soap making, match manufacture, painting, paper manufacture and pencil making.

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